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The  
**NATIONAL ASSOCIATION  
of CORPORATION SCHOOLS**  
**BULLETIN**

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Volume V

September, 1918

## **Japanese Passion for Education**

In the past the BULLETIN has printed articles dealing with the educational systems of France, England and Russia, and has also printed considerable information regarding the educational and training systems of other nations. In this issue appears a comprehensive survey of the part education plays in the progress of Japan. No other country during the past decade has made greater progress than has the Island Empire, and in no nation has education and training received greater consideration. The desire on the part of the boys and girls of Nippon to prepare themselves for life work is so earnest and so intense that at times it produces results which are pathetic. Read the article. It is by S. S. McClure.

PUBLISHED BY ORDER OF THE  
EXECUTIVE COMMITTEE

# The National Association of Corporation Schools

Headquarters, 130 East 15th Street, New York City

## Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen and to provide a forum where corporation school officers may interchange experience. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

## Functions

The functions of the Association are threefold: to develop the efficiency of the individual employee; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

## Membership

*From the Constitution—Article III.*

SECTION 1.—Members shall be divided into three classes: Class A (Company Members) Class B (Members), Class C (Associate Members).

SECTION 2.—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employees. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

SECTION 3.—Class B members shall be officers, managers or instructors of schools conducted by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

SECTION 4.—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

## Dues

*From the Constitution—Article VII.*

SECTION 1.—The annual dues of Class A members shall be \$100.00.

SECTION 2.—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$1.00.

SECTION 3.—All dues shall be payable in advance and shall cover the calendar year. New Class A members joining between January 1st and April 1st shall pay first year's dues of \$100.00; those joining between April 1st and July 1st shall pay nine months' dues or \$75.00; those joining between July 1st and October 1st shall pay six months' dues or \$50.00; those joining between October 1st and December 31st shall pay three months' dues or \$25.00, but for subsequent years shall pay full dues of \$100.00. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons shall exist for continuing members on the roll.

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The National Association of Corporation Schools

# B U L L E T I N

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## CAPITAL AND LABOR NOW REALIZE THEIR WELFARE MUST BE DETERMINED BY PRODUCTION

There are evidences that the representatives of both capital and labor are beginning to more thoroughly appreciate the fact that their mutual interests are indissolubly bound up in production. It has been well said that a nation can be no greater than the efficiency of its original sources of wealth. The original sources of wealth in the United States are, in the main, the factory and the farm. It is true some wealth is mined, but only a small amount. Some original wealth also comes from other sources, but the factory and the farm are such important factors that all other may be safely ignored until the efficiency of production in the factory and on the farm has had attention. Wealth receives its dividends and interest largely from production. Labor receives its earnings from exactly the same source. Therefore, whatever is done either by capital or labor to impede or destroy efficiency in production, operates to the disadvantage of both parties. Whatever is done to stimulate production and to increase efficiency must necessarily result to the benefit of both capital and labor. Thus the need of minimizing strikes, lock-outs and other strife. Not only do the parties to such struggles suffer, but society as a whole suffers, and the advancement of our country is impeded and sometimes prevented.

The newest conception which, by the way, is making rapid headway, is that labor has the same right to organize and to protect its interests as has capital, but while labor has the right to organize it has not the right to insist upon methods which prevent the maximum of production and which impedes progress in any

way. This is the lesson that labor has yet to learn. On the other hand, the old-fashioned employer who runs his business as he pleases, and who insists upon the methods that were good enough for his father, is rapidly fading out of the problem.

When capital and labor fully realize that their interests are mutual, and that their returns will be mutual, and when there is understanding as to the proper distribution of earnings, then our country may hope to advance to its rightful position as the leading industrial nation of the world, and to hold that position against all other nations. The United States has the climate, the soil, the wealth and the proper philosophy upon which to build an important industrial nation. Nothing must be done either by capital or labor or by the government which will injure or retard the progress of efficiency in production, and the reward which will come must be distributed fairly alike to capital and labor—a plan that will stand the test of the golden rule.

It is pleasing to note that many of the captains of industry and the leaders of labor are championing this new viewpoint. The one thing that will contribute most to efficiency in production is well trained workers. We do not wish to be understood as speaking of workers as laborers, but *workers* of every type, the worker who holds the office of president and the worker who takes his turn in the shop. The workers of the United States are going to control to a greater extent in the immediate future than ever before. In fact, it is generally accepted among those who are studying economic problems that the workers will absolutely govern in the future, and it is right that they should—they create the wealth—but to govern efficiently the workers themselves must be efficient. This again is a problem of education and training.

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#### A WELFARE PLAN THAT HAS PROVED A SUCCESS

In this issue of the BULLETIN appears an article containing a statement by John D. Rockefeller, Jr., that the welfare plan instituted during the great strike of the Colorado Fuel & Iron Company about five years ago, has proved a success. This is an

interesting statement. Mr. Rockefeller may not be considered an alarmist—his words are entitled to careful consideration and his conclusions to respect. The strike of the employes of the Colorado Fuel & Iron Company was most bitter—the relations toward the Company and its employes could not have been much worse. Realizing this condition, Mr. Rockefeller set about in finding a solution. He drew to his aid some of the best personnel workers of the present day. Mr. Rockefeller personally visited the mines and mills and talked with the employes of the Company. From his own experience, and out of the fulness of the experience of his associates, there was evolved a plan. This plan was instituted, and has been on trial for the past five years.

Mr. Rockefeller now pronounces the plan a success, and sets forth the mutual benefits which have accrued as the result of the plan to the employes, and to the Company. The article in this issue is worthy of careful study. If Mr. Rockefeller and the co-officials of the Colorado Fuel & Iron Company have, after a trial period of five years, proclaimed the plan which they worked out and instituted a success, then there is no good and sufficient reason why strikes and labor strife should continue. If their plan has worked successfully in the Colorado Fuel & Iron Company, the same plan or a similar one embracing the essential features should work successfully in any industrial corporation. What is needed is the personal attention and intense interest that Mr. Rockefeller gave to the problems as he found them.

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#### **GETTING THE LARGER MEASURE OF VALUE FROM MEMBERSHIP IN OUR ASSOCIATION**

The General Electric Company has done a splendid thing. Some time ago the President called together the personnel workers of the different plants controlled by this Company for a conference, the object being to determine whether the General Electric Company was receiving value from its membership in The National Association of Corporation Schools. Employment managers, safety directors, educational and training directors and welfare managers were all present. The subject was gone into thoroughly, and the conclusion reached was that our Associa-

tion is doing a valuable work in behalf of the General Electric Company. The Company felt, however, it would receive a larger measure of benefit by getting its representatives more thoroughly into the activities of our Association. With this object in view, they requested that three employes be placed on the committees of our Association; Mr. E. B. Merriam on the Committee on Employment; Mr. G. H. Pfeif on the Manufacturing Section of the Committee on Trade Apprenticeship; Mr. W. M. Nelson on the Committee on Office Work Training. Mr. Nelson is a new class "B" member, brought into our Association by his Company that he might bring to them the benefits which our Committee on Office Work Training is offering to our members. Dr. Rowe has gladly made the appointments.

Would it not be an excellent plan for each of our class "A" members to take similar action? The benefits of this plan are many fold. First, the committee worker feels that he is giving his time and best effort to the committee work at the request of his company. He feels that his company wants him to do this work, and that his company will prosper by his doing it. Second, the work of the committees will benefit immeasurably. Third, accepting appointment on a committee helps the individual to increase his worth which he can capitalize to his own advantage.

It is hoped that every class "A" member of our Association who reads this editorial will immediately request the president of his company or some other executive to call together all of the personnel workers of the company so that action may be taken similar to that taken by the General Electric Company. If this is done our Association will prosper and grow and develop as never before, and our members will receive benefits far beyond those now being obtained from membership in our Association.

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#### **PREPARING FOR A FIRM GRIP ON THE FUTURE**

It is now generally recognized that the United States will hold a different and more important position among the nations of the world at the conclusion of the war than our country held when the conflict broke out in Europe. At that time our country was owing in Europe approximately four billions of dollars, upon

which dividends or interest was paid. Most of these securities have been redeemed, and approximately seven billions of dollars loaned to our Allies.

Our trade balance during the first four years of the war—excess of exports over imports—is in round terms, according to O. P. Austin, Statistician of the National City Bank, ten billions of dollars, or as much as all of our favorable trade balances in the entire thirty-three years preceding the war. These figures relate exclusively to merchandise, and do not include gold and silver.

Our country has also inaugurated a ship building program, which will give the United States sufficient shipping capacity under the American flag to care for an enormous commerce when peace has come. With so large an amount of capital, and the new merchant marine, it is natural to inquire what machinery is being built to take care of the commerce which will be ours in the next few years.

*The Americas*, the house organ of the National City Bank, comments on this condition in its July issue:

"An organization for future international commerce is apparently growing together in the United States such as never before existed in this or any other country. The prospects for a future great commerce are to-day really brighter than they ever were even in the periods when the nation's business interests were enthusiastically talking about export business and free to do all they would to obtain it.

It begins to look as if this country would have the finest mechanical equipment and the finest foreign trade-promotion organization in the world. Of course we are going to have to fight for business, and there are situations developing elsewhere that are going to prove hard nuts to crack. We are not going to have all the world's business, carried to us on a silver platter. What we are going to have is as good or better facilities to work with than any of our competitors. And it will be strange if the share we get of the trade of the world after the war is not a very satisfactory one.

A correct view of the possibilities of international commerce after the war is impossible without a first glance at the industrial equipment of the three leading competitors, as we must under

present circumstances forecast them, that is, the United States, the British Empire, and Germany. The United States will probably have the biggest, the most efficient, and the best situated strategically, of the all-round industrial equipments of the three. Not without doubt, but probably. We ourselves produce so great a range of the heavy essentials of modern manufacturing industry; and we have through the emergency conditions since 1914 so rounded out our national industrialization, equipping ourselves with efficient and thoroughly competitive plants in certain 'key' industries (such as chemicals and dyes) where we were dependent upon rival nations before, that we need only to solve our problems that surround certain elements of production costs and general price levels to be in a very strong competitive position as far as organization of production is concerned. In any trade struggle to come we are much in the position Germany is in the military activities to-day, geographically. We occupy a central position, with a coast on each of the great trade oceans; we are largely self-contained as to the bulk of our manufacturing materials."

Commenting on the future of the United States, the *Saturday Evening Post*, in a recent editorial, points out that "notwithstanding more than two million vigorous young hands are withdrawn from production, yet we are producing more goods than ever before—at the rate of fifty billions a year, according to the calculations of the Federal Reserve Board. We have sent more than a million soldiers to France. We are turning out a hundred thousand tons of shipping a week. We are piling up munitions. The last fiscal year we paid the Federal Government nearly four billion dollars in taxes and put ten billions into Liberty Bonds.

The big after-the-war question is, How much of that fifty billions are we going to save for peace uses?

The United States is working with an energy and unity unknown since the Civil War. We are compromising our labor troubles. We are minimizing the petty, selfish squabbling of party politics. We are taking the horse-sense cure for the ineptitude of extravagance. We are waving the quacks and fakers aside. For the first time since the Civil War the Government of the United States is working energetically with business on the constructive side—meaning by 'business' the whole body of activities by which wealth is created. It is exerting its powers to stimulate production and not merely for incidental repressions.

And we are producing wealth at a rate never before sanely dreamed of—not only producing it but applying it on the whole to an intelligent plan. To produce and to save at this rate will result in having the means of solving every social problem that can be solved by economics.

Shall we keep it up? Shall we pull together, work and save after the war as we are doing now? That is the big after-the-war question. One may fairly say: 'We have the future in our hands; shall we keep our grip on it?"

It is plain to those who study our country's future, especially that period which will immediately follow the war, that the United States must marshal its full man power if we are to grasp, develop and hold the trade which is ours if we prepare to meet the conditions which must be met, and which can be successfully solved only by our country developing its full efficiency. There probably would be no shortage of labor in the United States at the present time if each man had a trade, but in every community there is a considerable number of men who work occasionally, who can turn their hands indifferently to various kinds of manual occupations; they are not loafers, yet they are not efficient. Generally this class of labor has passed the age at which men serve apprenticeship for a trade, but they are by no means past learning a trade. This type of man represents the individualistic attitude. He has developed his life as he pleased without regard to the welfare of the community, or to his own future, and now the best interest of his country demand that he step into the ordered and disciplined ranks; that he learn a regular skilled trade, and enrol in it. As pointed out by the editor of the *Saturday Evening Post*:

"No one can look carefully about any typical American community, big or little, without realizing that a great quantity of labor power is unorganized, ill applied, half or wholly going to waste. If war pressure can be intelligently applied to that labor power a great permanent gain will be made."

In a word, the industries of the United States must be efficiently organized, the workers carefully trained, and the philosophy which is to underlie the new industrial period must square to the best conceptions of modern times. Every man must feel

he is being treated fairly, and is doing his best for himself, his family and his country. Cooperation is the new catchword. When there is enthusiastic cooperation in all branches of industry; when each citizen finds his place and works in his place to the best advantage of himself, those dependent upon him, and to the best advantage of his country, then we shall be a happy, successful nation, but we must prepare for this condition. There are big problems yet to be solved—largely they are problems of the distribution of earnings and the efficiency of the worker.

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#### HOW OUR EDUCATIONAL INSTITUTIONS ARE MEETING MILITARY TRAINING REQUIRE- MENTS

The educational and training program which has been developing in the United States during the past five years has now assumed proportions that justify the belief that as a nation we have taken seriously our needs along these lines. The action of Congress in passing the Smith-Hughes Law making available an appropriation of a little less than two million dollars for the current year and gradually increasing year by year until 1926 when the appropriation will amount to seven million one hundred and sixty thousand dollars was perhaps the most concrete evidence of the general preparation along these lines. The organization and growth of our own Association is another concrete evidence of the new spirit. Every state of the Union has accepted the Smith-Hughes provisions and has appropriated funds sufficient to insure the federal grant under the law. It is not often that every state of the Union meets federal requirements, at least in so short a period of time.

In the past ten months the Federal Board has organized its staff of experts in various lines, and of regional agents for inspection of schools Federally aided; has formulated its policies of Federal cooperation covering the entire field of vocational education in the States for agriculture, trades and industries, and home management; has approved State plans setting up vocational courses in each of the 48 States, and allotted Federal Money available under these plans for the fiscal year 1917-18; and has

maintained inspection of courses as they have been established in numerous local communities.

Federally aided vocational courses have been set up in Agriculture in 41 States, in trade and industrial subjects in 32 States, and in home economics in 29 States; 22 States have organized courses in each of these three fields; in 46 States teacher training courses have been organized.

The record of the States in this work is impressive, especially when it is borne in mind that the record covers an initial period of only ten months. In Massachusetts, for example, vocational agriculture is being taught in 19 secondary schools with Federal aid; trade and industrial subjects, in 36 schools; and home economics, in 29 schools. In New York the number of Federally aided secondary schools is for Agriculture 69, and for trades and industries 40; in Pennsylvania, for Agriculture 38, for trades and industries 131, and for home economics 69; in California, for Agriculture 12, for trades and industries 14, and for home economics 14; in Indiana, for Agriculture 37, and for trades and industries 21; in Mississippi, for Agriculture 34, for trades and industries 1, and for home economics 3. These States are taken at random merely as illustrations of the widespread development of secondary vocational education. The record for other States is equally impressive.

Vast machinery is being built for re-educating the war cripples. These men are now beginning to come back and the Government has recognized that it owes to these maimed soldiers all that is within its power to grant. It is not just that those who have been maimed in the service of their country should be looked upon merely as pensioners, and the Government owes it to them, and the industries of our country owe it to them to see that they are again, in so far as possible, made men among men and that every opportunity is provided for them through which they can earn a livelihood and through which they may become a factor in social and industrial life. The various States are also doing their part.

How 40 State departments of education have helped local schools do war work and use war problems in teaching patriotism

is summarized in a statement issued by the New York Institute for Public Service.

War time leadership in war work and war teaching by State departments of education includes the following services which the Institute says "are quite practicable in all states as in those reporting them":

Local schools in North Dakota offer instruction to illiterate drafted men so that no Dakota soldier or sailor shall be unable to read or write.

Men of draft age already possessing special skill in some mechanical line, like expert wood workers, are given special training by New Hampshire.

A farm labor and equipment survey was made by New York, Kansas, Delaware and North Dakota, the last named proclaiming a school holiday for the purpose.

A seed survey to eliminate poor seed was made by Kansas.

A survey of industrial schools to ascertain how they might contribute more to increasing production was made by Kentucky.

Farms, dairies and implement stores were used by Kansas for instruction in the care and adjustment of farm machinery, dairy cows and milk.

Summer cantonments for teachers were provided in Maine state normal schools.

Summer camps for boys under agriculture teachers are to run in Delaware, boys to be paid by farmers, those over 16 as full hands, those between 14 and 16 at a lower rate for lighter work.

Farmers, farm hands and implement dealers were enlisted as teachers of school boys under the direction of agriculture teachers or school principals in Wisconsin. School credit was given for such work on Friday afternoons and Saturdays, from April 15 on, for example, "raising, marketing 25 chicks, 10 points" or "developing a flower bed, 3 points."

Teachers supervising farm or garden work or special manual training work are allowed by Vermont the same credit toward promotion and higher salary as given for attendance at summer school.

All teachers in Wyoming were asked to make war activities

a regular part of their school work to take the place of less vital subjects in the curriculum.

Most of the colleges and many of the high schools are conducting summer courses to train for war activities. Many of these courses are designed to develop specialists. As an example, the Central High School of Newark, N. J., is training three hundred and sixty students who upon the completion of their training will enter the big cantonment and training camps. This instance is typical of the country as a whole.

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### SCHOOLS IN WARTIME

#### Should Be Kept as Efficient as Possible, Says President.

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General support for schools of all grades during wartime is urged by President Wilson in a letter to Secretary Lane approving the Bureau of Education's plan for an educational campaign this Summer and Fall.

"I am pleased to know," says the President's letter, "that, despite the unusual burdens imposed upon our people by the war, they have maintained their schools and other agencies of education so nearly at their normal efficiency. That this should be continued throughout the war and that, in so far as the draft law will permit, there should be no falling off in attendance in elementary schools, high schools or colleges is a matter of the very greatest importance, affecting both our strength in war and our national welfare and efficiency when the war is over.

"So long as the war continues there will be constant need of very large numbers of men and women of the highest and most thorough training for war service in many lines. After the war there will be urgent need, not only for trained leadership in all lines of industrial, commercial, social, and civic life, but for a very high average of intelligence and preparation on the part of all the people."

### THE PRESIDENT'S PAGE

#### *To our Member Companies:*

The purpose of our association is to make information *available* to its members. It is a clearing-house of ideas. It is co-operative in purpose in the sense that it gathers information not only from its members, but from many other sources, and distributes it *to its members*.

The question is often asked, What do we get for our money? The answer is, Just as much as you are willing to take, which is measured by the extent you *make use* of the information supplied. We bring the information to the schoolroom door. Beyond that point this association cannot go. It is left for the teacher to study and experiment with the information received, and appropriate such parts of it as he finds adapted for his use. Some day we hope to have an educational director who can walk into the corporation school and point out ways to use the information gathered by this association, but that time is a little ahead because of present abnormal conditions.

Answering the question, therefore. You can get for your money *what you are willing to accept*. There is no shortage in the information. It is found on every page of our printed matter, public and confidential. It is gathered and it is sent to your desk. I most earnestly urge upon every executive, educational director, and teacher in corporation schools that they intelligently look for the particular information that will help them, and that they will as energetically send in to us that which will help others.

We need more of the attention of *executives* to the information our association is supplying. The schools would be largely benefited by greater attention on the part of executives to the work they are doing.

These recommendations are backed up by a very earnest request for closer co-operation than we have ever had before in carrying out our great educational purpose in industry at a time when to render the best service we need the best kind of unselfish co-operation.

H. M. ROWE, *President.*

### **SAMUEL GOMPERS' MESSAGE TO THE WORKERS OF THE UNITED STATES**

"Workers of America, the safety of that battle-line in France now depends mainly upon us. We must furnish supplies for the majority of those in the trenches. We must build the ships that carry troops and munitions of war. Regardless of hidden dangers we must maintain the life-line of ships on the high seas which connect the fighting front with our national bases of supplies. We must make the guns, the munitions, the aeroplanes. We must have ready the food, clothing, and blankets. We serve in the great industrial army that serves overseas with the fighting forces.

*We must do all these things because a principle is involved that has to do with all we hold dear.*

We are fighting against a government that disregards the will of the governed—a government that pries into intimate relations of life and extends its supervision into smallest details and dominates all of them. We are fighting against involuntary labor—against the enslavement of women and the mutilation of little children.

We are fighting for the ideal which is America—equal opportunity for all. We are fighting for political and economic freedom—national and international.

Our country is now facing a crisis to meet which constant war production is essential. *Workers, decide every industrial question, fully mindful of those men, fellow Americans, who are on the battle-line, facing the enemies' guns, needing munitions of war to fight the battle for those of us back at home, doing work necessary but less hazardous.*

We must give this service without reserve until the war is won, serving the cause of human freedom, intelligent, alert, uncompromising wherever and whenever the principles of human freedom are involved."

## JAPANESE HAVE A PASSION FOR EDUCATION

**The Desire for Knowledge of the Use of the Reawakened Kingdom is Greater than the Schools Can Supply—Pathetic Struggle to Gain Entrance to the Limited Number of Colleges.**

### Part Education Plays in Japan Progress

In school are 8,017,619; out of school, 131,910.

Only one-fiftieth to one-tenth can enter universities, owing to lack of room.

"The passionate hunger for education dominates all the school life." English is obligatory to boys in all schools.

"Cultivation of morals, the improvement of intellect and proficiency in arts cannot be attained except through learning."—From the *Japanese Education Code*, 1872.

"Pursue learning and cultivate the arts and thereby develop intellectual faculties and perfect moral powers."—From the *Imperial Rescript on Education*, 1890.

"Knowledge shall be sought for throughout the world, so that the welfare of the empire may be promoted."—*Oath of the Five Articles*, 1868.

By S. S. McClure

(*Special Correspondence to The New York Evening Mail*)

Tokio.—Education in the primary schools, which are for children between the ages of six and twelve, is compulsory in Japan. The last statement I have is for 1914. There were in school 8,017,619 pupils, and out of school 131,910, showing that less than 2 per cent. were not in attendance.

There is no field of activity in Japan so intense as the universal struggle for an education. It is the prevailing struggle for all the youth of Japan. Even boys and girls at work keep on in the effort to improve their education.

Schools are provided for all children from six to twelve years of age; but only a small number can enter the higher schools. This is partly because so many must begin to work and partly because the nation has not been able to establish enough schools.

### Cannot Take In All

In the higher normal schools, commercial schools and universities only from one-fiftieth to one-tenth of those who want to enter can find room. The examinations which select the one or two or three hundred that a given institution can take in out of the thousands who apply are one of the great tragedies of Japanese youth.

So severe are the examinations and so eager are the boys and girls that the strain becomes really serious, and doctors are in attendance to care for those who break down or faint.

There is an intensity and eagerness in all the children and youth in the schools such as I have never seen in other countries. The passionate hunger for education dominates all the school life.

The primary schools prepare for the middle schools. Although in theory a boy should be able to enter at twelve years of age, the average age is nearly fourteen on account of the difficulty of passing the examinations.

The courses in the middle school occupy about five years.

Speaking of the examination of the middle schools, the "Japan Year Book" says:

#### A "Fearful Ordeal"

"The entrance examination of middle schools is indeed a fearful ordeal to boys living in larger towns. Take the case of Tokio where three public and some ten private middle schools exist. The former conduct the examination simultaneously and applicants, generally over eight to ten times the number to be admitted, crowd the examination rooms."

The total number of graduates of the middle school in 1914 was 18,000. The average age of admission into the high school is 19½.

An idea of the difficulty of getting admission is given in the year book as follows:

#### *Applicants.*

|               | Sec. 1. | Sec. 2. | Sec. 3. |
|---------------|---------|---------|---------|
| 1910-11 ..... | 3,216   | 2,972   | 3,090   |
| 1911-12 ..... | 2,949   | 2,699   | 2,434   |
| 1912-13 ..... | 3,185   | 3,243   | 2,757   |
| 1913-14 ..... | 3,053   | 3,456   | 2,544   |

#### *Admission per 100 Applicants.*

|               | Sec. 1. | Sec. 2. | Sec. 3. |
|---------------|---------|---------|---------|
| 1910-11 ..... | 32.49   | 25.13   | 11.49   |
| 1911-12 ..... | 34.89   | 29.45   | 15.41   |
| 1912-13 ..... | 31.71   | 22.97   | 13.24   |
| 1913-14 ..... | 32.43   | 16.47   | 13.01   |

#### *Entering a University*

Dr. Nitobe tells of the difficulty attending the ambition of a youth to enter a university. He says: "He must first enter the

so-called Koto Gakko, higher schools or national colleges whose standing is about the same as that of a good American undergraduate collegiate course or of the German gymnasium.

"According to the law on education, a certificate testifying to the completion of the middle school course entitles its holder to enter these colleges without examination. But as there are only eight of them in the country, they cannot take in all who apply for admission. Hence a rigorous entrance examination is required.

"The college in Tokio is the oldest and largest, and has had a history that makes every youth ambitious to enter it. It has over 1000 students, and every year can admit about 300 freshmen; but the applicants always exceed this number by about seven or eight times.

"It is a very touching sight to watch some 2,000 boys, the pick of our youth from all parts of the empire, flocking to the college for examination—to watch them at their heavy task, all the time knowing that seven out of every eight will be disappointed. Those who fail one year can try again; a great many do try three or four times, and in exceptional cases seven or eight times, one instance of perseverance being on record where success crowned the fourteenth attempt!

"I believe there is nothing that chills the genial current of the youthful soul more than the inadequate number of collegiate institutions in our country. Thousands of young men in the most ardent period of life feel the very door of hope slammed in their face. Their sole consolation lies in the healing power of youth itself.

"Inability to accommodate all who are desirous to pursue higher studies is not by any means confined to the Koto Gakko. Each year sees government institutions—Commercial College, Naval Academy, School for Foreign Languages, School of Navigation, Academy of Fine Arts, Conservatory of Music, Institute of Technology, etc.—overcrowded with applicants for admission. It hurts me to confess how sadly our government fails to meet the educational demands of young Japan."

#### An "Insistent Question"

Among the best educational institutions in Japan are the technical and special schools. The total number of applicants in the medical schools, the higher and commercial schools and the higher technical schools for 1915-16 was 11,702; of this

number 2,400 were able to enter. At Kioto, for example, only 300 were able to enter out of 3,000 applicants.

Baron Kikuchi, speaking of the efforts to secure a university career, says:

"A much more insistent question is the university question. Under the present system a young man has to pass through six years of the elementary school, five years of the middle school, and three years of the preparatory course in a 'higher school' before he can be admitted into a college of the imperial universities; thus he will be necessarily over twenty-three before he can graduate.

"Very few, however, can pass through the mill in the minimum time fixed by the regulations, and the average age of graduation of Imperial University students is found to be nearly twenty-seven years. As the diploma of the imperial universities is the key to a majority of higher professions and employments, candidates for such have to go through this long course of education, whence arise complaints on their part and of their parents.

"Business men who employ the graduates also complain that at twenty-seven years of age they are too old to be initiated into practical work. A scheme for shortening of the preparatory course by one year was decided upon by the third Katsura Cabinet and actually promulgated as an imperial ordinance in 1911, but it was not popular, and even considered impracticable, so that its coming into effect was postponed *sine die*."

#### **Leave School at Twelve**

The total number of pupils is about 8,017,619; considerably over 7,000,000 are in the primary schools. Inasmuch as in all other schools of all kinds there are less than 1,000,000 students, it follows that seven-eighths of Japanese youth must leave school at the age of twelve.

Now, the difficulties in learning to read and write the Japanese language are such that three years at least are required to do what an American or European child does in a few months, so the children who leave school at twelve have about the education of an American child of nine or ten.

To meet the need of these youths there are published a great many magazines in Japan, including a large number for youths. It is felt that their education really begins after they leave school. But the total circulation of these magazines is very small compared to the number of children. Therefore, partly on account of the lack of means to prosecute their education, partly on ac-

count of the difficulty in language and partly on account of the scarcity of schools above the primary grade, the great mass of Japanese youths have necessarily a very slight education.

#### Athletics to the Fore

The most vivid and beautiful impression I have of Japan is the youth in the schools. The school buildings are of wood and two or three stories in height, with large playgrounds or great gymnasium halls—gymnastics and play are a marked feature of the school life here, the younger scholars having fifteen minutes out of every hour and the older boys and girls having ten minutes out of every hour.

There are from three to six hours each week of regular gymnastic training. The school buildings are well lighted, well ventilated; the seats and desks would please Dr. Montessori, and the discipline, too, would please her. Eager happiness is the characteristic of all the children.

I asked a teacher if the children were ever scolded, and she said, "No." I asked her if they were ever punished. She said, "Oh, no!" with a look of amazement and almost of horror at my question.

I said, "They all look happy." "Yes," she said, "these are the happiest days of their lives." And there was a look of yearning in her eyes as she thought of the years of unremitting toil that is to be their lot later on.

Although the children are so free, they are extremely well behaved and orderly, but with an air of freedom and happiness that is indescribable.

#### Children Clean Schools

In the course of my visits to schools in many cities I always found that at the end of the school day, about 3 o'clock, several of the pupils would be retained to clean up the schoolroom and the adjoining hall. These children were selected in turn from the mass of pupils. I would often see children six or seven years of age doing this work with great eagerness and energy.

I visited a primary school in Kioto where there were 1,500 pupils, and this day happened to be devoted entirely to outdoor sports of various kinds. At the time I arrived 200 little girls marched in and gave an exhibition of the most exquisite movements and dancing. The two sides of the great quadrangle were packed with their little classmates, who applauded eagerly.

This was one of the most beautiful exhibitions I have ever seen in any country. All day long the children of this school

were enjoying themselves in varying exhibitions of skill and grace. Such days are frequent in the school life of Japan.

In every city I visited, from Tokio to Nagasaki, and frequently on the trains, I have seen schoolboys and girls in groups of from 100 to 1,000 on excursions. They always looked bright, eager and happy, and were invariably orderly and well-behaved.

#### **Excursions for Pupils**

It is the custom to take the youth from the schools on excursions, sometimes hundreds of miles, and in some of the higher schools there will be excursions to Korea and China. These excursions, when confined to Japan, often occupy two or three days, during which the scholars of a given school visit some of the larger cities.

In addition to these ordinary trips, twice a year the middle school boys are taken out on excursions which last nearly a week, the smaller boys going on shorter trips. All these boys are obliged to rough it on such occasions.

In Nagoya, a city of about 400,000 inhabitants, there is a very remarkable commercial museum in which are found specimens of all the manufactures of Nagoya; also specimens of articles that ought to be manufactured in Nagoya, imitations of articles manufactured in other countries and imitations made by other countries of articles manufactured in Nagoya.

This commercial museum is really a part of the government and of the industrial life of Nagoya. During the half hour that I spent in this museum I saw two different excursions of school children, in each case consisting of nearly 200 pupils, who had been brought a long distance to visit Nagoya and to visit this museum.

All boys in school wear a special cap, and in most of the schools after the primary the boys wear uniforms. The uniform is not obligatory nor universal, but it is very general.

#### **Tokio School Curriculum**

I lectured to the students of the Higher Commercial School in Tokio. It would be impossible to have a more interested and eager audience. There were over 1,000 students.

Prof. Swift, of Tokio, has summarized this school in these words:

"The Tokio Higher Commercial School is a college possessing government authority to confer the degree of B.A. (shogakushi) in political economy and the theory of business adminis-

tration. Its faculty is composed of thirty-four professors and forty lecturers. Of these seventy-four teachers, forty-eight have university degrees, and of these latter ten are graduates of American colleges.

"The subjects taught are: Practical ethics, commerce in general, accountancy, commercial arithmetic, Japanese composition, Japanese penmanship, applied chemistry, mechanical and electrical engineering, outlines of economics, encyclopedia of jurisprudence, modern history, logic of psychology, banking, investment and speculation, transportation, insurance, bank bookkeeping, English entry, accounting, practice of commerce, commercial mathematics, commercial products and commercial geography, economic conditions in the East, principles of economics, principles of money, commercial policy, public finance, statistics, civil law, commercial law, international law, law of procedure, commercial history, English, French, German, Spanish, Italian, Chinese and Russian.

"There is also a post-graduate course of two years, with required courses and seminar work in foreign trade, banking, communications, insurance, business administration, accountancy, consular service, colonization, economics and forty-one other elective courses.

#### **Only Best Are Taken**

"Admission to the school is by severe competitive examination, designed to select out of some 1,500 candidates the 250 best qualified. The subjects required for this entrance examination are Japanese and Chinese; Japanese penmanship and composition, mathematics, geography, history, drawing, physics, chemistry, natural history, English."

I went through the library of the Imperial University at Kioto. There were great collections of books in Japanese, Chinese, Russian, German, French, Spanish and English.

In all schools above the primary English is obligatory on all boys, and in many institutions another language must be studied in addition to English. The students can choose between German, French, Chinese, Russian and Spanish.

It is a mistake to think that modern Japan began in 1868. Most of her institutions have their roots in the past. But when Japan was opened to the world her far-seeing statesmen clearly saw the necessity of learning the new knowledge of the other nations.

In the memorable oath of the five articles issued by the emperor April 6, 1868, the fifth article says:

"Knowledge shall be sought for throughout the world, so that the welfare of the empire may be promoted."

A group of the ablest minds of the empire were sent to America late in 1871. Among them was Ito, who was later known as Prince Ito.

#### **NEW BOOKS WHICH MAY INTEREST OUR MEMBERS**

The Executive Secretary's office has received a series of books described as "Department Store Merchandise Manuals." The editor of the series is Beulah Elfreth Kennard, M.A., Director of Department Store Courses, New York University. The consulting editor is Dr. Lee Galloway, Ph.D., Associate Professor of Commerce and Industry, New York University, and Secretary of The National Association of Corporation Schools. There are five books in the series. They are published by the Ronald Press, price not given.

They deal with the sources of supply, the manufacture and the merchandising of glassware, millinery, silk goods, house furnishings, and the work of the educational director. The manual on glassware is written by Miss Mary A. Lehman, B.A., Educational Director of Frederick Loeser & Company, also Instructor in Non-Textile Merchandise Courses, New York University.

The manual on millinery is written by Charlotte Rankin Aiken, B.A., formerly Educational Director of La Salle & Koch, Toledo, Ohio.

The manual on silk is written by Eliza B. Thompson, Instructor of Textile Merchandise Courses, New York University.

The manual on house furnishings is written by E. Lillian Hutchinson, B.A., formerly Secretary of Department Store Education.

The manual on the Educational Director was written by Miss Kennard, editor of the series. The whole series is especially well prepared; the information contained is definite and concrete. This series of books should supply a real need in department store education.

The *Grace Log*, the house organ of W. R. Grace & Company, class "A" members of our Association, contains a list of the foreign connections of this company, which includes Japan, India, British West Africa and Santo Domingo. Several of our class "A" members are extending their activities into foreign fields.



## MEETING OF EXECUTIVE COMMITTEE

Question of Receiving class "A" memberships from Industrial Organizations in Foreign Countries laid on Table—Duties of the Local Chapters Committee Transferred to the Office of Executive Secretary—Taking of Membership in the National Emergency Council Approved—Hiring of Field Secretary referred to Committee consisting of President, Vice-Presidents and Executive Secretary—Result of the Mail Vote—Election of Secretary, Treasurer and Executive Secretary—Endorsement of a Letter Written by Federal Commissioner of Education Claxton—Report on the Course at New York University—Report of Progress in the Matter of Committee Appointments.

President Rowe presided at the meeting of the Executive Committee of our Association held in New York on August 6th. Second Vice-President Hook, Messrs. McLeod, Yoder, Park, VanDerhoef, Berry (proxy of Mr. C. E. Bilton) and the Executive Secretary were present.

The Assistant Treasurer submitted a report showing cash on hand as of August 1st amounting to \$6,811.16, and no liabilities.

The Executive Secretary presented a membership report showing 118 class "A" memberships, 93 class "B" memberships and 101 class "C" memberships.

### FOREIGN CLASS "A" MEMBERSHIPS

Upon motion of Mr. McLeod, seconded by Mr. Hook, and unanimously carried, the question of accepting class "A" memberships from industrial organizations in foreign countries, such organizations as would be eligible to class "A" membership if located in the United States, was laid on the table.

### COMMITTEE ON LOCAL CHAPTERS

After considerable discussion, Mr. McLeod, chairman of the Committee on Local Chapters moved and Mr. Hook seconded the motion, that the duties of this committee be transferred to the office of the Executive Secretary. This motion was unanimously carried.

### MEMBERSHIP IN THE NATIONAL EMERGENCY COUNCIL

Upon motion of Mr. McLeod, seconded by Mr. Hook, and unanimously carried, it was voted the Association should take membership in the National Emergency Council, the form of membership being left in the hands of a committee consisting

of the President, Vice-Presidents and the Executive Secretary. In seconding the motion, Mr. Hook made the following statement:

"In seconding the motion, I do so believing that it is a step toward cooperating in an endeavor to coordinate the nation's educational facilities under one head, thereby making it possible for industry to secure the educational help it deserves."

#### HIRING OF A FIELD SECRETARY

Upon motion of Mr. McLeod, seconded by Mr. Yoder, the question of the hiring of a field secretary was referred to a committee consisting of the President, Vice-Presidents and Executive Secretary, who were instructed to report their recommendations at the next meeting of the Executive Committee.

#### RESULT OF MAIL VOTE

The chair appointed Messrs. VanDerhoef and Park as a committee of two to canvass the mail vote for the election of President, First and Second Vice-Presidents and three members of the Executive Committee. The committee reported they found that the result of the mail vote showed Dr. H. M. Rowe had been elected President, Mr. W. W. Kincaid First Vice-President, and Mr. Charles R. Hook Second Vice-President, and Mr. L. L. Park, Mr. C. E. Bilton and Mr. John McLeod as members of the Executive Committee for a term of three years each.

#### ELECTION OF SECRETARY, TREASURER AND EXECUTIVE SECRETARY

Upon motion of Mr. Yoder, seconded by Mr. Hook and unanimously carried, Dr. Galloway was elected Secretary of the Association to serve for the ensuing year.

Upon motion of Mr. McLeod, seconded by Mr. Yoder and unanimously carried, Mr. Mehren was elected Treasurer of the Association to serve for the ensuing year.

Upon motion of Mr. McLeod, seconded by Mr. Hook and unanimously carried, Mr. Henderschott was elected Executive Secretary and Assistant Treasurer to serve for the ensuing year at the same salary as he is now receiving.

#### COOPERATING WITH FEDERAL COMMISSIONER OF EDUCATION

The Executive Secretary presented a letter of endorsement drafted by Dr. P. P. Claxton, Commissioner of Education, which had been forwarded to this office by Mr. C. E. Shaw, our Association's representative on Dr. Claxton's committee, which is designed to do certain work to determine, in so far as possible, the

educational needs of the industries of the United States and methods to meet those needs. This letter of endorsement was drafted for the signatures of the Presidents of The National Association of Corporation Schools, the American Federation of Labor and the United States Chamber of Commerce, each of these organizations having a representative on Dr. Claxton's committee. The letter, when endorsed by these three Presidents, is to be sent to certain industrial institutions, together with a questionnaire. Upon motion of Mr. McLeod, seconded by Mr. Park, President Rowe was instructed to sign the letter on behalf of our Association (which he did), and the communication was then forwarded to Dr. Claxton.

#### REPORT ON THE NEW YORK UNIVERSITY COURSE

Mr. Henderschott gave a verbal report of the course conducted (with the endorsement of our Association) at New York University last fall and winter, with Mr. Henderschott as director, the purpose of the course being to train directors for corporation schools. Mr. Henderschott also stated that he had had correspondence with Professor C. E. Hedden of the Carnegie Institute of Technology who, at the request of the Pittsburgh Local Chapter, had inaugurated a course at the Carnegie Institute designed to develop instructors for corporation schools. Mr. Henderschott reported that he believed Professor Hedden could develop this course to a point where directors for corporation schools could also be trained at the Institute. Mr. Henderschott presented a letter from Dean Coffman, of the University of Minnesota, who is interested in having a similar course inaugurated at that University. Upon motion of Mr. Henderschott, seconded by Mr. Yoder, the endorsement of our Association was given to the plans as outlined, it being the policy of our Association to co-operate in all such courses that are inaugurated at Universities throughout the United States.

#### EXTRA COPIES OF CONFIDENTIAL AND SPECIAL REPORTS FREE TO CLASS "A" MEMBERS

Several of our class "A" members, having requested additional copies of Confidential Report No. 1 and also the Special Report No. 1, there was a discussion as to whether or not a charge should be made for additional copies of this report. Upon motion, duly seconded and unanimously carried, it was voted that as long as there remained on hand copies of these reports they should be furnished upon request to class "A" members without charge.

MATTER OF POLICY

The Executive Secretary presented a communication from Mr. A. W. LeBoeuf, class "A" representative of the Remington Arms Union Metallic Cartridge Company, in relation to a decision made by Prosecutor V. E. DeLaney of the State of Connecticut. As this decision would affect only members of our Association in the State of Connecticut the communication was, upon motion, duly seconded and carried, referred to the Bridgeport Local Chapter, as it was felt it would be contrary to the policy of our Association to take any action in a matter which referred to the interests of our members in the State of Connecticut only. It has always been the policy of our Association that matters of this kind be handled directly by the members affected rather than by members of the Association as a whole. The reason for this policy is that there might be serious objection on the part of an organization attempting to interfere in a matter which related to the interests of those of our members of a certain state only.

COMMITTEE PLANS

President Rowe stated that he had been in consultation with the Executive Secretary relative to the appointment of the chairmen and members of the sub-committees for the ensuing year. President Rowe further stated that he was not yet in a position to announce the appointments, but that progress had been made. This problem is of greater importance this year than ever before, owing to the fact that so many of our active workers are in government service and unavailable for committee duties. President Rowe further stated he lacked personal acquaintance with the representatives of many of the new members. The Executive Secretary stated that in this respect he felt he was also handicapped, as no convention was held this year, and consequently there was no opportunity to meet and get acquainted with these representatives. The matter was left with the President and the Executive Secretary, with the understanding that the President would call a meeting of all the sub-committees as appointed not later than early in October to discuss and determine the duties of the sub-committees for the coming year. It was also understood that another meeting of the President, the Executive Secretary and the chairmen of the sub-committees would be held not later than February, at which time reports would be submitted by the chairmen of the sub-committees and carefully gone over before their finished reports were made up to be printed.

## THE ROCKEFELLER WELFARE PLAN A SUCCESS

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John D. Rockefeller, Jr., after a visit to the Colorado Mines and Mills tells of community interest and improved morale. If this plan will work with the Colorado Fuel & Iron Company, the same plan, or a similar one, will undoubtedly prove successful in other large industrial institutions.

Our readers will recall the serious labor troubles encountered by the Colorado Fuel & Iron Company during 1913. The labor disturbances were bitter and prolonged, and resulted in considerable loss of life, bitter spirit and large property loss. John D. Rockefeller, Jr., and his father are the principal stockholders in this Company, and after the labor disturbances had become pronounced, Mr. Rockefeller undertook to find a solution to the problem. A plan was evolved and instituted, and now after five years of trial, Mr. Rockefeller has again visited the mills and mines of the Company, during which he spent a period of about two weeks investigating the so-called "Colorado Plan," being the welfare system instituted at the time of the labor troubles five years ago.

The system provided better living conditions for the miners and other workers of the Company, and included a method of representation by which every employe of the Company could obtain redress for any wrong done, a representation based on the number of members in the particular organization, settling questions of employment, working and living conditions and differences. The expense of the welfare plan was shouldered by the Company. It established uniformly comfortable miners' cottages and introduced innovations unheard of in Colorado before Mr. Rockefeller's memorable visit to his property in 1915.

Then when he had decided to prevent future disturbances, after a strike which had lasted a year or more, and because he believed that the modern employer should keep in as close touch with his employes as did the small employer of old, Mr. Rockefeller went to Colorado and mingled with the men. By digging coal with the miners, eating with them, sleeping in their houses and playing with their children, he discovered for himself what was needed in the way of improvement; what had really been behind the mental attitude of the workers under the old system. Based on his recent observations, Mr. Rockefeller authorized the following statement recently:

"I spent two weeks visiting the twenty or more camps and steel mills of the Colorado Fuel & Iron Company. I talked with practically all of the representatives in the camps and mills. The

outstanding results of the operations of the plan have been as follows:

- "1. Uninterrupted operation of plants and increased output.
- "2. Improved working and living conditions.
- "3. Frequent and close contact between employes and officers.
- "4. Elimination of grievances as a disturbing factor.
- "5. Good-will developed to a high degree.
- "6. The creation of the community spirit.

"This community spirit has been fostered in many ways. Clubhouses have been constructed in a number of the camps, and are under the direction and operation of the Young Men's Christian Association. These buildings provide recreational and social facilities, not only for the men and boys, but for the women and children as well. There are bandstands in a number of the camps, and bathhouses in practically all of them. In several, dispensaries have been built and supplied with district nurses.

"Schools have been improved; some would serve as models in any city, however progressive. One of the most important features of the community life is the gardens that have been generally cultivated. This has been possible by fencing in a plot of ground around each miner's house, which is developed in grass, in flowers, or in vegetables, and always adds interest and attraction to the home.

"The community spirit is developing community pride and rivalry. Each camp has its band, its baseball team, and of late this spirit has manifested itself most gratifyingly in patriotic endeavors. Over 1,000 men in the company have responded to the call of the colors. In the Third Liberty Loan practically every man in the camps and steel works subscribed. A total subscription of over \$1,000,000 was received in addition to some \$700,000 subscribed to two earlier loans, and a similar high percentage in connection with the recent Red Cross campaign, the contribution being a day's pay.

"Representatives of the men in the camps and mills have assured me that all grievances have been adjusted to the satisfaction of the employes, are in process of adjustment, or the employes have been convinced that their grievances were not well founded. The representatives have expressed their own unqualified indorsement, approval, and appreciation of the plan, which attitude, they say, is that very generally of the rank and file of the men, who constantly value the plan more highly as they understand its working better."

### THIRD ANNUAL MEETING OF THE PITTSBURGH CHAPTER

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Mr. John McLeod, formerly Chairman of the Committee on Local Chapters, has furnished the BULLETIN with a copy of the minutes of the third annual meeting of the Pittsburgh Local Chapter. There was an excellent attendance and Mr. C. R. Dooley, the Chairman, presided. The program provided for a review of each of the sub-divisions of work by the Chairman of the sub-division and discussion of the chairman's paper. Much thought was also given to plans for next year. The following subjects were reviewed:

- Trade Apprenticeship
- Employment Plans
- Unskilled and Semi-skilled Labor
- Technical Training
- Public Education
- Methods of Instruction
- Retail Salesmanship

Industrial training for the war and a program for the chapter for the coming year was also discussed. Mr. McLeod reviewed the work of the Chapter, and pointed out the importance of arranging for some means for putting into practice the recommendations which are from time to time evolved from the discussions at the Section Meetings of the Chapter.

Under the present arrangement, recommendations of the Chapter, when presented to the member companies, have behind them only such weight as the Chapter representatives of the member companies can bring to bear. It was proposed that an advisory committee be appointed from among the executives of the member companies, whose function it would be to arrange for the carrying out of recommendations of the Chapter. It was pointed out that the members of this committee would have sufficient weight and authority in the Companies that they represented, to bring about the adoption of these recommendations by their companies, on a trial basis. In this way, the findings and recommendations of the Chapter, which represent the static progress of the Chapter work, could be put into effect, and thereby would make for a greater degree of dynamic progress. This proposal was put in the form of a motion by Mr. McLeod, that an advisory committee be appointed by the chairman of the Chapter, from among the executive officers of the

member companies. The motion was seconded, and after discussion was passed.

The Nominating Committee recommended for Chairman of the Chapter Mr. C. S. Coler, of the Westinghouse Electric & Manufacturing Company. P. E. Wakefield, of the Carnegie Steel Company, was re-elected Secretary and Treasurer. Taylor Alderdice, of the National Tube Company, Dr. S. B. McCormick, of the University of Pittsburgh and Mr. Marshall Williams, of the Carnegie Steel Company, were re-elected members of the Executive Committee. The new Chairman, Mr. Coler, outlined a program of activities for the Chapter, which enters upon its fourth year with every prospect of continuing its splendid record of achievement.

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**Kindly Words of Encouragement**

LOCOMOTIVE FEED WATER HEATER COMPANY  
30 CHURCH STREET, NEW YORK CITY

August 12, 1918.

DEAR MR. HENDERSCHOTT,

In the August number of the BULLETIN, two articles are of very great value to me. The first is the leading editorial on page 337. The other is the article about C. L. Allen on page 358. I wish to thank you personally for both of these.

Yours very truly,

(Signed) G. M. BASFORD, *President.*

An extract from a letter written to the Executive Secretary by Dr. Henry C. Link, of the Educational Division of the Personnel Department of the Winchester Repeating Arms Company:

"By the way, I am a constant and thorough reader of the BULLETIN and get a great many good points out of it."

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• **Pennsylvania Railroad Employs 8,000 Women**

A gain of 1,481 in the number of women employed on the Eastern lines of the Pennsylvania Railroad was made during June. At the end of June 8,354 women were at work. In addition, more than 1,000 are employed in the general offices at Philadelphia and Pittsburgh. Before the war there were few women in the service of the company. In some departments none was employed. At present women are working in sixty-nine classified occupations which were heretofore considered fit only for men.

## NEWS ITEMS ABOUT OUR MEMBERS

**New Apprentice Scale Adopted by the Bilton Machine & Tool Company—Educational Activities of W. R. Grace & Company—Colored Labor Turnover in a Steel Mill—A Better Business Letter Creed—Loyalty as a Basis of Success.**

### Colored Labor Turnover in a Steel Mill

Inasmuch as a great number of the members of The National Association of Corporation Schools are particularly interested in labor turnover these days, I wish to give you some information which I think will be very interesting and quite valuable.

Writes the vice-president of a steel company of the Middle West:

We have within our plant dormitories, dining room and recreation hall for 600 colored men, and we have made a very careful record during the month of July to determine the difference in the turnover among the colored men who live in our Colored Club (which is what we call the group of buildings comprising the dormitories, dining room and recreation hall), and those colored men who live out in the town in their own homes.

We had on our payroll, July 31st, 450 colored men living in the Colored Club. During the month 405 had actually quit. Calculating the turnover as

$$\begin{array}{r} \text{Quittals X 12} \\ \text{Payroll} \end{array}$$

the turnover among the colored men living in the Club was at the rate of 1080 per cent. per annum.

We had on the payroll, July 31st, 338 colored men living in town, and during the month there were actually 30 quittals, making the turnover, calculated in the same manner as before, at the rate of 107 per cent. per annum.

The interesting thing that is brought out is the great difference in the turnover among the colored men who have their own homes and are settled, and among those who are more or less transient and live in a camp.

The answer unquestionably is—*Houses Reduce Turnover.*

### Bridgeport is Organizing a Local Chapter

On Tuesday evening, July 23rd, Mr. C. E. Bilton, President of the Bilton Machine & Tool Company, and recently

elected a member of the Executive Committee of our Association, gave a dinner to his apprentices at the Stratfield Hotel in Bridgeport, on which occasion there were present representatives of several of the other large industrial institutions of that city, and also representatives of the Board of Education.

Mr. A. J. Cummings, Chief of the Apprentice Training Division of the Bilton Company, submitted a report, being a revision of the apprentice plans for the Bilton Company, which report is given also in this issue of the BULLETIN.

Mr. F. C. Henderschott, the Executive Secretary of our Association, gave the principal address, and suggested that the host, Mr. Bilton, name a Committee to organize a Local Chapter of our Association in Bridgeport. The suggestion was favorably received by those present, and Mr. Bilton appointed as the Committee: A. W. Le Boeuf, of the Remington Arms Company, Mr. Hanson, of the State Trade School, of Bridgeport, and Mr. A. J. Cummings, of the Bilton Machine Tool Company.

This Committee has met, and has gotten in touch with Mr. John McLeod, Chairman of our Association's Sub-committee on Local Chapters. There is every indication that Bridgeport will have a live Local Chapter in operation not later than this Fall.

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### Experiments in Employment Psychology

The present experiment arose out of the belief by a large manufacturer whose name is withheld for the present, that there was a considerable amount of assembly work being done by men which could just as well be done by women. The experimenter found that this opinion had already been conceived and worked upon by the foreman of the Assembling Shops. It was found that the foreman had made out a comprehensive list of assembling operations which in his opinion could be performed by girls. According to his estimate, based on the schedule then in existence, fully 75 girls could be employed to replace men and boys in this work. The next question was what kind of girls would be able to do the work and how they were to be obtained. Since very little experience had been had with girls on such work, the problem was quite new.

To meet this situation the so-called "Assembling" tests were devised.

#### THE SUBSTITUTION OF WOMEN FOR MEN AS ASSEMBLERS

As usual, the operations under consideration were analyzed in order to bring out the specific qualifications needed for a suc-

cessful operator, and the tests were devised to meet these specific requirements. The following tests were used:

#### SPATIAL PERCEPTION TEST (MISCELLANEOUS PARTS)

This test was devised to bring out a person's ability to pick up a piece, size it up, and decide where it belonged. The test consisted of a formboard, 14 x 10 (see photograph, the largest board), with pieces of various shapes and sizes, some of them quite different, others very much alike. When the tests were given the pieces were dropped into the cover of the formboard and mixed up. The subject was then asked to put each piece back into its proper space, making as few mistakes as possible. It was very interesting to watch the various subjects take this test. Some of the girls would see at a glance where each piece belonged. Others had simply no conception of the relation between the pieces and the spaces, but would try each piece out in one space after another until by chance the right solution was hit.

#### MANUAL DEXTERITY TEST

The work of assembling requires nimble fingers. The assembling of small parts such as leaf sights, strikers, bolt breeches, etc., requires delicate fingering, while that of assembling actions, stocks, and other large parts requires manual dexterity of a coarser type. The tests used here consisted of formboards like those shown in the attached photograph over the letters A, B, and C. The subject was requested to place the triangles or squares into their places as quickly as possible, first with the right, then with the left, then with both hands. The set of large pieces naturally required less dexterity than the set of small pieces.

#### HAND DYNAMETER

The work of assembling requires strong hands. To determine this a hand dynameter was used and each girl was given six trials, three with each hand, and the strength of her grip recorded.

This experiment represents the first departure from the usual procedure. Heretofore the tests had been tried first in the shops, in order to prove by comparison with the actual production figures what they were worth, and then handed over to the Employment Section. This time the tests were used at once in the Employment Section and girls picked out with reference to them.

The work of giving the tests and selecting the girls was done almost entirely by Miss Marion Gilbert.

RESULTS.

The results of these tests were checked up October 25, from one to two months after the tests had been given. Because the girls are at work upon different parts, it was impossible to base the results upon an even standard of production. Consequently, the foreman, who had been watching these girls with particular care, was asked to rank the girls in the order of their abilities. This he did without any knowledge of what the girls had done in the tests. The records of these girls in the tests, exactly as they had been taken, were then laid before him and the girls were ranked with reference to the different tests. The agreement between the two rankings was remarkable. The ranking for these girls has since been obtained from Mr. Marchand who is in immediate charge of them, and it corresponded with Mr. McBirney's ranking in every instance.

Eighteen girls had been tested, and out of this number twelve girls had been hired for assembling work. Ten of the twelve girls were still on the job. The two who had left were girls who had done poor work in the tests. Two other girls who were not very good were girls who had not done very well in the tests. Those girls who had done well in the tests were doing excellent work as assemblers and making as high as three dollars a day. "They are far better than the boys we had on that work before," said the foreman, "and all but one of them stands up to her work."

On the basis of the spatial perception test, the two rankings agreed exactly in every case but one, and here the difference was a minor one. With respect to the other tests the agreement was not so detailed, but nevertheless there was a general correspondence.

The impersonal but nevertheless easily interpreted results of these tests may be illustrated by the following references:

One girl's record in the spatial perception test showed that her time had been slow and that she had made frequent mistakes. On the record card this showed simply as No. 51, 87-4 (meaning test No. 51, 87 seconds and four mistakes). The writer, although he had not given these tests and knew nothing about the girl's work, remarked to the foreman: "This test shows that this girl had a very poor idea as to where the parts belonged."

"That's exactly how her work was," quickly answered the foreman.

"But on the basis of these tests"—indicating the girl's records for the manual dexterity tests—"she seems to have been pretty nimble with her fingers."

"Yes," countered the foreman, "but her mind wasn't as fast as her hands."

This girl had been laid off some time before.

It may be remarked here that some girls who did poor work in the tests were sent up to the job with the specific purpose of finding a negative proof of the truth of the tests. The boss of one job, who knew that the tests were being given, met Miss Gilbert one day and said:

"I thought that you gave the tests to Miss —?"

"I did," replied Miss Gilbert.

"Well, she's no good. She'll never make an assembler."

"I didn't expect her to," was the answer.

The girl had done poor work in the tests.

#### CONCLUSIONS

This experiment was really an experiment in a double sense. The experiment from a psychological point of view has already been described. The other point of view is that of the foreman who was introducing a decided innovation. In order to make the introduction of girls a success, a very powerful prejudice on the part of the men and shop foremen had to be overcome. It had to be proved to these men, every step of the way, that girls could do such work successfully, and considerable criticism was aroused in the process. Today, even the most skeptical stand convinced, or at least, have accepted the presence of girls as a natural state of affairs.

The success of this experiment, representing as it does the cooperative efforts of the foreman and the Employment Section, points a way in which the ever-growing problem of substituting women for men may be solved.

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#### What Committee Will You Volunteer to Serve On?

The Executive Secretary has forwarded a letter to all members of which the following is a copy:

"Upon assuming the duties of the presidency of our Association, Dr. Rowe stated that he felt handicapped because of his lack of acquaintance with many of the members of our Association. This condition is due largely to two causes—the

large increase in membership and because no convention was held this year. We get acquainted at the conventions.

However, Dr. Rowe is determined that the coming year shall be the most active and most progressive one that our Association has known. He wants your assistance.

He has asked me to write to all of our members requesting them to look over the list of committees in the back part of the monthly BULLETIN and then write to the Executive Secretary stating to which committee they feel they would be of the greatest use and also their willingness to serve on such committees.

Please bear in mind that many of our active workers are either at the front in France or so completely occupied with work for the Government at home that this year each member must do all he or she can on behalf of our Association.

Will you not therefore, upon receipt of this letter, advise the Executive Secretary what committee you are willing to serve on so that appointments can be made, thus enabling the committee chairman to get their work under way at as early a date as possible."

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#### **Another of Our Members Called to Help the Government**

Stuart W. Webb, chairman of the board of directors of the Eastern Manufacturing Company, a class "A" member of our Association, has been chosen as chief of the Boston Industrial Zone. This is a position of great importance to New England industry and its purpose is to coordinate and unify all industries directly or indirectly connected with the manufacture of war materials. Mr. Webb's district includes all the New England states with the exception of Connecticut and western Massachusetts.

Mr. Webb is closely connected with many industries throughout the New England states, says the house organ of the company, and because of his intimate knowledge of industrial affairs is especially well fitted for his new position.

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#### **Educational Work of the R. H. Macy Company**

The R. H. Macy Company, of New York, recently graduated ninety students from the class in Textiles and the class in Non-Textiles, which classes are conducted for employes of the store.

The one, as its name implies, studies fabrics, from the raw products through all the stages and processes of manufacture, to the finished material, and then the uses of the material in

fashionable clothing. The other studies all products that do not come under the textile head, such as paper, leather and other large important materials.

Mr. Percy S. Straus, President of the Company, concluded the program with an intimate talk to his people on the vital need for trained employees in the selling field.

"The time has come," said Mr. Straus, "when skill is an essential in selling. A girl of sixteen or seventeen put behind a counter to sell would feel her inexperience now and as a result the need for better training has come as a matter of course.

"This school work at the store is just in its infancy. We are just feeling our way, but soon we hope to make it a really worth-while factor. Mr. Donaldson has been asked to cooperate with the public-school system of New York and New York University for the development of training of this sort.

"The success of your work depends upon your attitude toward your department and toward the customer, and when you have mastered these two points of contact, you will realize that it takes both study and experience to become proficient in selling.

"If the study of art, textiles or dyes is entered into far enough, it will prove interesting. Study the merchandise you handle and the customer you sell."

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#### Playing the Game Like True Sportsmen and Patriots

In appealing to the employes of the Mountain States Telephone & Telegraph Company to increase their efficiency and produce economy, President Field says: "There never has been a time when the problem of operating our business was so difficult, nor the inadequate revenue so severe. Every individual," says Mr. Field, "must share in the responsibility to the extent of his opportunity to apply the test of economy and efficiency to the work in hand. It is not so much a matter of speeding up, for everyone is busy, but it does require that intelligent thought be given to the task, and that every proposed expenditure be well weighed before approval is given." In closing his appeal to the employes, President Field says, "Let's play the game like true sportsmen and patriots."

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#### New Apprentice Scale of the Bilton Company

In June, President Bilton, of the Bilton Machine & Tool Company of Bridgeport, appointed a committee of his appren-

tices with A. J. Cummings as Chairman to revise the apprenticeship agreement of his company, and this committee has made its report.

Perhaps the most interesting part of the report is that which deals with compensation, and the committee was made up entirely of apprentices who served their time with the Bilton Company, and are now in the Company's employ. In undertaking its work the committee found that the different conditions to be discussed could be grouped under four headings. First: requirements for admission; second, compensation; third, length of apprenticeship, including number of hours and drill period, and fourth, general conditions. The requirements for admission were found to be those that are generally accepted by the industrial corporations having membership in our Association, namely: that the apprentices should be over sixteen years of age; that they should have completed the grammar school grades and that they should be physically and morally fit. Further it was found that the apprentices should serve a preliminary period to ascertain whether or not they desired to enter into the four-year agreement. This period was fixed at six months. There was a considerable discussion as to the compensation which the apprentices should receive. The committee studied the information available in the Proceedings of our Association, and found this information helpful. The compensation rates finally agreed upon were as follows:

|                                     |     |          |
|-------------------------------------|-----|----------|
| For the first period of six months, | 15¢ | per hour |
| second                              | "   | "        |
| third                               | "   | "        |
| fourth                              | "   | "        |
| fifth                               | "   | "        |
| sixth                               | "   | "        |
| seventh                             | "   | "        |
| and eighth and final period         | 40¢ | "        |

It will be noted that the rates for the last year increased 5¢ per hour. It was the opinion of the Committee that the boys' rates should be relatively higher during the last periods. The committee felt that when the boy had completed three years of his apprenticeship term he had become a fairly good mechanic. Therefore the rates should be higher to encourage him to remain and complete his fourth year of apprenticeship. It is admitted that the rates agreed upon are higher than are paid generally throughout the New England territory. In addition to

the compensation the Company is furnishing the apprentices with a tool kit of a value of about \$20, and agrees to pay a bonus of \$100 upon completing the full apprenticeship term. The Committee was also of the opinion that should the apprentices remain in the employ of the Company for an additional year there should be an additional bonus of \$50, although the apprentices shall have received full journeyman's wages.

The Committee offer many valuable suggestions, too long to be reproduced here, but should any of our members be interested in the document undoubtedly a copy could be secured by addressing A. J. Cummings, care of the Bilton Machine & Tool Company, Bridgeport, Conn.

#### **Educational Activities of W. R. Grace & Company**

In closing its school year W. R. Grace & Company awarded to each student who secured the highest grade in his class a prize of \$10, and a prize of \$5 to the enrolled employe securing the second highest rating in the class. Classes were given in elementary, intermediate and advanced Spanish; advanced book-keeping, elementary book-keeping; commercial geography, elementary and business English.

The students were either office workers, or from the sales division. In discussing the educational work of his Company, Mr. Paul C. Holter gives the following accounts in the Company's house organ:

"All the classes were conducted during the hours of 5 to 7 in the evening, and despite the handicap of not having quarters suitable for class rooms, and despite the heatless Mondays and change of hours, the experiment proved very satisfactory. But the discouraging feature was the fact that the best young men in the house who started these courses in October were forced to discontinue on account of going into the service. Many of them would no doubt have given an excellent account of themselves.

"Special courses were given in Elementary English, and Business English, in addition to a short course of lectures for department and section heads.

"In addition to these courses, seven young men in the firm were specially selected to pursue courses at New York University in Investments, Elementary and Advanced Foreign Exchange and Marine Insurance.

"This is only the beginning! The necessity of properly qualified and well-trained employes was never more important

than at present, when so many are entering the Governmental service, and when their places must be filled by others. Every employe who improves himself not only helps to give a more satisfactory account of himself to the firm, but indirectly aids the Government and helps to "do his bit" at home. Never was there a time when more efficient service was required of anyone than now.

"During the coming year it is planned to continue the above classes and to introduce several new courses in addition, such as a Speed Class in Stenography and Typewriting, a class in Office Practice and Business Methods, and possibly classes in Portuguese and Foreign Trade.

"It is just as important to win the war at home as it is to have our boys fight the battles in the trenches, and these courses offer a means to every individual of so doing."

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### A Better Letter Creed

By Chas. R. Wiers, Manager Correspondence Department,  
Larkin Company, Buffalo, N. Y.

(As used by Thomas A. Edison, Inc., in their  
Better Letter Bulletin service.)

With a grim determination to write better and more distinctive letters, I pledge myself—

1. *To be a Thinker.*

A good letter requires thought and good thoughts emanate only from good thinkers.

2. *To be Kind.*

Kindness is the chief essential to everything that is fair and decent in business.

3. *To be Considerate.*

The other fellow brings me my bread and butter, so I must think first, last and all the time of what I can do to promote his interests.

4. *To be a Better and a Bigger Man Today than I was Yesterday.*

The more a letter writer knows about his job, the more he knows about other folks and the more he rubs up against the great problems of life, the more successful he will be.

5. *To be Tactful.*

Tact more easily comprehended than defined is one of the chief contributors to an effective letter. It may be aptly termed a combination of quickness, firmness, ready-

ness, good temper and facility. Something which never offends, never excites jealousy, never provokes rivalry, never treads upon other people's toes. Nothing can take the place of tact. It is the shrewd correspondent's most powerful aid. Probably in the ordinary business life tact has done more than genius.

6. *To be a Keen Observer.*

Efficiency when defined in its broadest sense is largely a matter of keeping our eyes open. The buying public is wofully neglected every day because those who are expected to serve are asleep at the switch. The beauties of the world and the great achievements of other men too often become merely a passing show because our minds and eyes are closed when they ought to be open and alert.

7. *To be Pleasant and Courteous.*

Men and women who distribute sunshine will be sure to transform the dark and seamy sides of life and make two thots grow where only one grew before. Men and women who are pleasant and courteous in the face of the most disturbing emergencies have a dependable grip upon themselves and are, therefore, in fit shape to control and influence others. Men and women who can smile in the face of defeat may be trusted to greet the urchin of the alley with the same cordiality as the banker on the Avenue.

8. *To be a Student of Human Nature.*

To understand human nature, to be able to read men, their moods, their temperaments, their intensity, to discover their vanity, their vulnerable points, their likes and dislikes, are every bit as necessary to the man who seeks to write a good letter as paint and brush and canvas are to the artist.

9. *To be Guided by a Sensible Degree of Self-Confidence.*

Unless a man believes in himself, not to the extent of getting the big head, which is often incurable, but to that of convincing others that he can make things come to pass, he soon resembles a cipher with the rim knocked off.

10. *To be Enthusiastic.*

Enthusiasm is to a man what steam is to an engine. It's the driving power—the incentive to play the game—the Alpha and the Omega of everything that puts snap and charm and life into our work.

11. *To be Generous.*

A tightwad is a nuisance to himself and a barrier upon the highway of progress. A good letter writer is one who

has a far-seeing vision toward an expenditure—one who can see that sometimes, yes quite often, it pays better to spend \$10 to adjust a \$5 transaction than it does to antagonize the customer with long-winded arguments.

12. *To be Human.*

The human individual is the one with a great big heart that beats responsively to the needs, ambitions and conditions of others. His sympathies are boundless in their width and depth. He speaks like the great Lincoln, in language which other folks, whether they live on the alley, the farm or the Avenue, can readily understand. His messages, no matter under what stress of circumstances they may be written, are so warm, so sincere and so expressive of real life that they always cheer, enrich and inspire.

13. *To have Imagination.*

He who can get away from the limited boundaries of his own little world into the world of the man at the other end of the bargain, may be relied upon to write letters that will be big and fine and gracious from introduction to complimentary conclusion.

14. *To Have Every Move Dominated by a Helpful Spirit.*

Many letter writers give birth at 8.30 to what they imagine is a brilliant idea and then try to have it whipped into shape to convert the multitude at 9.30. Gerald Stanley Lee, in his admirable book on "Crowds" was right when he said that—"Christ was crucified because the crowd was in a hurry."

The public is being crucified every day because a good part of our modern commercialism craves the shekels, and these in a hurry, no matter how much pain and sorrow may be inflicted in the operation. A letter has no permanent value unless it is written thoughtfully with no other purpose in mind than to help the person addressed. To get an order is of no credit to the one who gets it unless the purchase confers a real benefit. To influence somebody to do this or that and then stand around asking the crowd to behold your achievement is a hundred miles from being creditable unless the finished job actually represents a genuine contribution to real character.

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#### NEWSY NOTES

Henry Disston & Sons, class "A" members of our Association, are now numbered among the industrial institutions that

invite suggestions from their employes. Mr. William D. Disston, General Production Manager, asks that employes confer with him personally. This is an excellent idea, and undoubtedly will produce good results.

And now the casualty lists are coming in. Almost every house organ which reaches the editor's desk contains accounts of "killed in action" of employes who but recently were being trained through the corporation school for a life of usefulness and peaceful effort. The lists will increase, so also will there be a lengthening of the lists of those who are leaving their peaceful fields of activity to prepare for the front. Let us hope it will not be long before the final chapter will be written: "When the Boys Come Home," and the records of their valor and their deeds.

Dr. E. B. Gowin, a class "C" member of our Association and a member of the committee on Executive Training, is now in Government service, his particular duties being to install personnel programs in munition factories. Personnel programs include employment and training activities.

The house organ of the Chase National Bank of New York City notes the emergency war work which is being done by some of the directors of that Institution. Among the list are Charles M. Schwab, Director-General of the Emergency Fleet Corporation, and Henry B. Endicott, Executive Manager of the Massachusetts Committee on Public Safety.

Mr. W. S. Berry, of the University of Cincinnati, has been appointed Educational Director for the Bilton Machine & Tool Company, of Bridgeport, Conn.

W. R. Grace & Company, who hold class "A" membership in our Association, announce the formation of a new subsidiary corporation to be known as the Grace China Company, for the purpose of centralizing the various enterprises which this Company has in China. The Far East will offer splendid opportunity after the close of the war, and it is gratifying that members of our Association foresee these opportunities, and are preparing to take advantage of them.

John H. Patterson, President of the National Cash Register Company, recently entertained as his guests at Far Hills, his home at Dayton, Ohio, 1,600 of the girls employed at the factory.

The "Old Bleach" Linen Company, Limited, of Randalls-town, Ireland, writes for class "C" membership in our Association. In closing their application they have written as follows: "Expressing our appreciation of your broad-minded policy in permitting people in other countries to share the privileges of membership."

Mr. John H. Rosseter, Vice-President of W. R. Grace & Company, has been appointed Director of Operations of the United States Shipping Board. Thus another of the representatives of our class "A" membership is called by the Government to help win the war.

The employes of the Burroughs Adding Machine Company, after having planned their annual outing, gracefully waived the vacation that they might better serve the Government in its hour of need. It was felt that even a closing down for one day would be undesirable, and the employes cheerfully acquiesced in the decision.

Montgomery Ward & Company have inaugurated a class for typists to be held from 2.30 to 5 p.m., each day. The employes who enrol for the class will be excused from work during the class period but will receive full pay.

Mr. R. L. O'Donnell, formerly General Superintendent of the Eastern Division of the Pennsylvania Railroad Company, and one of the staunchest supporters of our Association, has been appointed General Manager of the Pennsylvania Railroad System. Mr. O'Donnell started in life as a rodman, and has been with the Company thirty-five years. In the early days of our Association he extended his active cooperation, and has never overlooked an opportunity to say a good word for us, and the work we are trying to do. Mr. O'Donnell is now recognized as one of the ablest railroad men in the United States.

Many of the employes of the Commonwealth Edison Company of Chicago have given up their vacations, and spent the period helping the farmers harvest their crops.

#### **Education for Foreign Born**

Summer plans of the Board of Education of Chicago for the education of the foreign born have been completed. Day schools

are in operation for adult women in many schools. Park boards are cooperating with the Board of Education in offering facilities for the holding of evening schools for the Summer. Several of the large industrial corporations have also made plans to have after-work-hours school sessions.

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### **Employ Women; You'd Win the War**

Nearly 1,000 war material makers of Philadelphia were told recently that woman labor must soon be uniformly adopted in their plants as the only solution of the labor shortage. The manufacturers were urged to make immediate plans to that end so that the nation's production program will not suffer further because of the drain of the draft.

Army ordnance experts, State and Government officials and the manufacturers met at the Manufacturers' Club to discuss means of pushing war work. All other perplexing problems were dimmed by the shadow of the labor situation, and the meeting was almost wholly devoted to a discussion of woman's part in winning the war.

It was generally agreed that the housing and training of the women were the chief difficulties to be overcome. John C. Jones, district chief of the Ordnance Department, announced the Government was ready immediately to establish six training schools or demonstration shops. He asked the manufacturers to supply the space, machinery and tools so that highly trained and efficient women machine-operators might be developed at once.

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### **Planning Education for Foreign Trade**

While not yet ready to make formal announcement, the College of the City of New York will offer, beginning next fall, a course in steamship administration and operation similar to that planned by New York University, it was learned recently. The matter has been under consideration for some weeks and only the approval of the Board of Trustees is understood to be necessary before a final decision is reached. If this approval is forthcoming, an arrangement will be concluded with William M. Brittain, secretary of the American Steamship Association, to give the course, according to the present indications.

Training in steamship administration and operation is only one phase of a broad programme of education for foreign trade that the City College is preparing to add to its curriculum. This

programme, which is being developed with the cooperation of Government experts named to promote foreign trade preparedness, will be aimed to make ready the young men of America to advance the interests of the United States in the competition for leadership in world commerce after the war. The intention is to embrace in the courses which will be given as wide a range of topics as appear of practical worth, extending from shipbuilding through the various operations to the part of banking in foreign commerce.

#### Distribute Education Fund

Apportionment to each State of the Federal fund of \$2,307,-460 for vocational education in 1918-19 has been announced by the Federal Board for Vocational Education. The funds are made available on the condition that each State shall duplicate the amount allotted. The money must be spent as follows: For agriculture, \$782,575; trade, home economics, and industry, \$794,463; teacher training, \$730,421.

#### 20,000 Girl Graduates

The United States Government had the distinction of graduating a larger class of 1918 than any school or college in the world when on June 1 the United States Food Administration issued from Washington 20,000 diplomas to college girls who had completed the food conservation courses.

### STANDING COMMITTEES

#### Sub-Committees of the Executive Committee

##### Program

F. C. HENDERSCHOTT, Chairman.  
The New York Edison Company, New York, N. Y.

##### Duties:

To plan the work assignments of committees and the convention program.

##### Publications

E. J. MEHREN, Chairman.  
McGraw Hill Publishing Company, New York, N. Y.

##### Duties:

To supervise the Association's publications.

##### Membership

W. W. KINCAID, Chairman.  
The Spirella Company, Inc., Niagara Falls, N. Y.

##### Duties:

To be responsible for getting new members. To investigate the loss of old members.

##### Cooperation with Other Organizations

DR. H. M. ROWE, Chairman.  
The H. M. Rowe Company, Baltimore, Maryland.

##### Duties:

To be responsible for cooperation with other organizations.

##### Training Educational Directors

C. R. DOOLY, Chairman.  
Westinghouse Electric & Manufacturing Company, East Pittsburgh, Pa.

##### Duties:

To supervise the experimental

course arranged with New York University for training educational directors and in-

structors with a view to developing similar plans at other educational institutions.

### Committees of the Association

#### **Organization and Administration**

A. C. VINAL, Chairman.

American Telephone and Telegraph Company, New York, N. Y.

*Duties:*

To determine the best methods of organization of educational work as a function of management in typical instances.

#### **Methods of Instruction**

J. K. BRUGLER, JR., Chairman.

Western Union Telegraph Company, New York, N. Y.

*Duties:*

To further determine the application of the laboratory, library and inspection trip methods.

#### **Public Education**

##### **Section I—Elementary and Secondary Schools**

C. E. SHAW, Chairman.

Dennison Manufacturing Company, Framingham, Mass.

*Duties:*

To determine ways by which member companies can best cooperate with these schools.

##### **Section II—Continuation Schools**

DR. PAUL KREUZPOINTNER, Chairman.

The Pennsylvania Railroad Company, Altoona, Pa.

*Duties:*

To report on the application of the Smith-Hughes Vocational Educational Law.

#### **Health Education**

SYDNEY W. ASHE, Chairman.  
General Electric Company, Pittsfield, Mass.

*Duties:*

To suggest methods of improving the health of employees.

#### **Employment**

F. P. PITZER, General Chairman.  
The Equitable Life Assurance Society, New York, N. Y.

##### **Section I—Employees Selection and Job Analysis**

H. A. HOFF, Chairman.

E. I. du Pont de Nemours & Co., Wilmington, Del.

*Duties:*

To determine how typical clerical and mechanical jobs can be analyzed as an aid in determining the kind of employee desired.

How can employes' fitness for particular typical jobs be determined by tests.

To determine records and organization necessary to best handle promotions and transfers.

#### **Section II—Labor Turnover**

F. P. PITZER.

The Equitable Life Assurance Society, New York, N. Y.

*Duties:*

To determine the best methods of calculating turnover.

To determine that per cent of turnover under typical conditions which can be accepted as normal.

#### **Marketing**

DR. LEE GALLOWAY, General Chairman.

New York University, New York, N. Y.

#### **Section I—Advertising, Selling and Distribution**

DR. LEE GALLOWAY, Chairman.

*Duties:*

To ascertain what organized training is desirable for those engaged in foreign trades.

#### **Section II—Retail Salesmanship**

MISS BUELAH KENNARD,  
23 Park Ave., New York City.

*Duties:*

To determine how to teach a knowledge of merchandise and its uses as a basis of training for better service in retail selling.

#### **Office Work Training**

R. H. PUFFER, Chairman.  
Larkin Company, Buffalo, N. Y.

*Duties:*

To determine under what conditions is organized training for office boys, clerks and stenographers advisable.

#### **Technical and Executive Training**

KENDALL WEISIGER, General Chairman.

Southern Bell Telephone and Telegraph Company, Atlanta, Ga.

#### **Section I—Technical**

W. M. SKIFF, Chairman.  
General Electric Company, Cleveland, Ohio.

*Duties:*

To determine what ways can employers of technical graduates

cooperate with technical schools.

**Section II—Executive**

NORMAN COLLYER, Chairman.

Southern Pacific Company, San Francisco, California.

*Duties:*

To suggest methods of promotion and training of minor executives in handling men and carrying out company policies.

**Trade Apprenticeship**

F. W. THOMAS, General Chairman.

The Atchison, Topeka & Santa Fé Railroad System, Topeka, Kansas.

**Section I—Railroads**

THOMAS G. GRAY, Chairman.

Southern Pacific Company, Sacramento, Cal.

*Duties:*

To determine what supervision of work is desirable for other than machinist apprentices in railroad shops.

**Section II—Manufacturing**

J. J. GARVEY, Chairman.

Western Electric Company, Inc., Chicago, Ill.

*Duties:*

To ascertain under what conditions is an apprentice instruction shop desirable in a manufacturing plant.

**Section III—Steel**

P. E. WAKEFIELD, Chairman.

Carnegie Steel Company, Duquesne, Pa.

*Duties:*

To ascertain what supervision of shop work is desirable for apprentices in steel mills.

**Unskilled and Semi-skilled Labor**

J. E. BANKS, General Chairman.  
American Bridge Company, Ambridge, Pa.

**Section I—Unskilled**

H. T. WALLER, Chairman.

The B. F. Goodrich Company, Akron, Ohio.

*Duties:*

To determine best plans for Americanizing the foreign born. Recommend standard educational programs for American (including negroes) unskilled workmen.

To determine best methods of teaching English to the foreign born.

**Section II—Semi-skilled**

CARL S. COLER, Chairman.

Westinghouse Electric and Manufacturing Company, East Pittsburgh, Pa.

*Duties:*

To determine best methods of instruction to bring operators up to standard rates on specific tasks.

**Local Chapters**

JOHN MCLEOD, Chairman.

Carnegie Steel Co., Pittsburgh, Pa.

*Duties:*

To be responsible for the relations with the Association's Local Chapters.

To supervise the organization of groups of members into Local Chapters.

To be responsible for the furthering of the Association's interests through the Local Chapters.

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*Duties:*

To nominate candidates for the offices and executive committee as required by the constitution.

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